

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## CHAPTER 1

### INTRODUCTION

#### A. Background of the Problem

Reading is a mental process. Although the eyes are involved in sending information about print to the brain, the brain performs the real act of reading. The mental process we call “Reading” has two parts: word recognition and comprehension. Additionally, reading is a process between the readers and the text. Moreover, reading is an interactive process in which the reader uses in variety of strategies for ensuring that comprehension occurs(Booth,1998, p.8).

According to Nunan (2003), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Reading is primarily a silent activity. The majority of reading that we do will be done silently.

By reading, the readers will get knowledge and information which is important in daily life activity for the students in schools. Reading is an activity which can motivate them to be active in adding their knowledge and activating their thinking process. Reading includes one of the language skills that should be mastered by students, it is a basic tool in daily life that makes students successful. Then, reading comprehension is ability to know or grasp ideas with the mind. It is known that reading comprehension is very important for our life in the world, especially for the students. The students can be easy to understand and get information from written text that they have read.

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Nowadays, the strategy that is used by English teachers in teaching reading must be adjusted to the kinds of reading text. State senior high school 1 Tapung is one of the senior high school in Tapung. This school is offering the English subject to students, especially in term of reading skill. This school uses 2013 curriculum as a guide in teaching and learning process, students are required to be able to comprehend meaning of short text and simple essay of hortatory exposition text for communication purpose. Among the texts which are mentioned above to the eight students at State senior high school 1 Tapung is reading comprehension of hortatory text. Hortatory exposition is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done.

Reading is not a simple subject in learning English. Many students still find difficulties in reaching the goal in reading, those are also faced by the students at state senior high school 1 Tapung. This school uses 2013 curriculum as a guide of english teaching and learning. English is taught twice a week with duration 90 minutes(2 x 45) or one meeting. Ideal criteria of completeness for each indicator is 70 percent. In reading, Students are able to analyze the social function, the structure of the text, and linguistic elements of hortatory exposition text about the topic in common talk, suitable with to the context use.

Reading becomes an important part of language teaching, and it has complicated problem. Some teachers considere that reading is not favorite activity for most students. Therefore, English teachers should

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

find strategies to overcome this problem. They are expected to find appropriate strategies or activities to make students understand reading text and moreover enjoy reading. The purpose of teaching reading is that to improve students' reading ability in the text.

Based on the researcher's preliminary observation on March, 04 2016 by interviewing English teacher in state senior high school 1 Tapung, the teacher used discovery learning strategy in teaching learning process in the class. The teacher also explained about the material and gave examples and task for the students. Then, teacher asked the students to discuss about the material. Additionally, there were some students who could finish the task correctly. It was shown that they passed the students Passing Grade (KKM). But there were some students who did not pass the students Passing Grade (KKM). There were 20 students who passed KKM out of 32 students.

The researcher found the symptoms in that school as follows:

1. Some of the students were not able to find the main idea of hortatory exposition text.
2. Some of the students were not able to find the specific information of hortatory exposition text.
3. Some of the students were not able to identify generic structure of hortatory exposition text.
4. Some of the students got difficulties in making inference of hortatory exposition text.

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Based on the description above, in reading students need strategy to comprehend about the content of text. So, researcher would like to propose alternative strategy to teach reading. One of the strategies that can be used to improve the students reading comprehension is Highlighting strategy. Highlighting strategy helps students to organize what they have read. Highlighting is a strategy that assists students in identifying main ideas or key concepts along with supporting detail. The goal of this strategy is to help students target and condense information, improving their reading comprehension. The strategy limits the amount of text that students must attend to in order to understand the basic idea in a block of text. Highlighting can also be an efficient tool for reviewing text. This strategy is also highly versatile and can be modified to fit specific instructional goals(Pugalee, 2015, p.84).

Based on the explanation and problems mentioned above, the researcher is interested in conducting a research entitled. **The Effect of using Highlighting Strategy on Students' Reading Comprehension of Hortatory Exposition Text at the Second Year of State Senior High School 1 Tapung.**

UIN SUSKA RIAU



**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## **B. The Problem**

### **1. Identification of the Problem**

Based on the background of the research, the main purpose of this research is to find out the effect of Highlighting strategy in order to help the student to improve their ability to comprehend reading passage. The research problems are formulated as follows:

- a. Why are some of the students unable to find the main ideas of hortatory exposition text?
- b. Why are some of the students difficult to find the specific information of hortatory exposition text?
- c. What causes the students unable to generic structure of hortatory exposition text?
- d. Why do some of the students get difficulties in making inference of hortatory exposition text?

### **2. Limitation of the Problem**

Based on the identification of the problem stated above, the students of the state senior high school 1 tapung had some problems related to their reading comprehension. Then, The researcher limit and focus on students' reading comprehension of hortatory exposition texts in finding main idea, and identifying generic structure at the second year of state senior high school 1 tapung.

### **3. Formulation of the Problem**

Based on the background of the research, the main purpose of this research is to find out the effect of Highlighting strategy in order to

#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

help the student to improve their ability to comprehend reading passage.

The research problems are formulated as follows:

- a. How is students' reading comprehension of hortatory exposition text taught by using highlighting strategy at the second year of state senior high school 1 Tapung ?
- b. How is students' reading comprehension of hortatory exposition text taught without using highlighting strategy at the second year of state senior high school 1 Tapung ?
- c. Is there any significant different on students' reading comprehension of hortatory exposition text taught without and by using highlighting strategy at the second year of state senior high school 1 Tapung ?
- d. Is there any significant effect of using highlighting strategy on students' reading comprehension of hortatory exposition text at the second year of state senior high school 1 Tapung ?

### C. Objective and Significant of the Research

#### 1. Objective of the research

- a. To find out students' reading comprehension of hortatory exposition text taught by using highlighting strategy at the second year of state senior high school 1 Tapung.
- b. To find out students' reading comprehension of hortatory exposition text taught without using highlighting strategy at the second year of state senior high school 1 Tapung.

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- c. To find out significant different on students' reading comprehension of hortatory exposition text taught without and by using highlighting strategy at the second year of state senior high school 1 Tapung.
- d. To find out significant effect of using highlighting strategy on students' reading comprehension of hortatory exposition text at the second year of state senior high school 1 Tapung.

## 2. Significance of the Research

The significance of the research is as follows:

- a. To the writer as a researcher in term of self – development especially in research knowledge.
- b. To give some information to the teacher and school about the significant effect on students' reading comprehension taught without and by using highlighting strategy at the second year of state senior high school 1 Tapung.

## D. Definition of the Term

### 1. Effect

Effect is used in this way to mean the endpoint of a causal mechanism, identifying the type of outcome that a cause produces (Rothman,et al, 2008,p.51). In this research, the term of effect refers to the effect of using highlighting strategy on students' reading comprehension of hortatory exposition text at the second year of state senior high school 1 Tapung.

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**2. Highlighting Strategy**

Highlighting is a strategy that assists students in identifying main ideas or key concepts along with supporting detail. The goal of this strategy is to help students' target and condense information, and improve their reading comprehension (Pugalee, 2015,p.84).

**3. Reading comprehension**

Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentence (Woolley,2011,p.15). In this research, reading comprehension refers to students' comprehension in reading at the second year of State Senior High School 1 Tapung.

**E. The Reason of Choosing the Title**

There are some reasons why the writer is interested in carrying out this research based on the following reasons:

1. To know the effect of using highlighting strategy in reading comprehension.
2. The title of this research is relevant to the writer's status as a student of English Education.